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ABSTRACT

Despite widespread support for out-of-school time programs, many of these programs rely on time-limited core funding and struggle to find new funds to sustain their programs and initiatives as initial grants expire. This report provides concrete tips and examines ways out-of-school time initiative leaders have succeeded in replacing initial seed grant money by creating a diverse portfolio of federal, state, local, and private funds. The report also offers suggestions for finding longer-term funding and shares ideas for program leaders whose grants will expire soon. Following introductory remarks, the report is organized according to six tips matching the stages of a new program: (1) "Start Local, Think Global: Tap into Community Resources"; (2) "Make Out-of-School Time Programs Everyone's Business: Build a Broad Base of Community Support"; (3) "Put the Pieces Together: Build a Pot of Flexible Dollars"; (4) "Rely on the Generosity of Friends and Neighbors: Expand In-Kind Support"; (5) "Capitalize on Success: Tap into Federal and State Funds"; and (6) "Always Be on the Lookout for Windows of Opportunity." The report concludes by pointing out that as out-of-school program administrators seek to find sustainable funding for their programs, they consider lessons learned from existing successful programs; a list of 27 such programs with a corresponding reference is included. (KB)

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Replacing Initial Grants

Tips for Out-of-School Time Programs and Initiatives

The FINANCE PROJECT

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Replacing Initial Grants

Tips for Out-of-School Time Programs and Initiatives

by Elisabeth Wright with Sharon Deich

Introduction

Americans increasingly view out-of-school time programs as integral to meeting the complex and varied needs of school-age youth, their families, and their communities. Demand for out-of-school time programs soars as public will continues to build. While their popularity is quite high, a growing number of out-of-school time programs rely on core funding that is time-limited in nature. Despite widespread support, out-of-school time leaders often struggle to find new funds to sustain their programs and initiatives as initial grants expire. This rings especially true in the case of programs that were implemented with large federal or state start-up grants. While many public funds can support particular program activities or components, few dedicated federal or state funding sources are exclusively devoted to out-of-school time programs. Thus, to sustain out-of-school time programs over the long term, program leaders often need to pull together a variety of funding sources from the public and private sectors.

New out-of-school time program leaders often find that replacing their initial grants takes time and a focused plan. This book is designed to help new program directors find longer-term funding by providing concrete tips and examples of ways other out-of-school time initiative leaders have succeeded in replacing initial seed grant money by creating a diverse portfolio of federal, state, local, and private funds. It is also intended to provide suggestions for finding longer-term funding and share ideas for program leaders whose grants will expire soon.

Over the past four years, The Finance Project has documented a range of successful financing practices by out-of-school programs across the country.[1] Promising practices from these profiles, in addition to examples from the Out-of-School Time Project strategy brief series, were pulled together to create this book. In most cases, initiative leaders who have been successful in finding long-term support have done so by drawing upon a range of resources, both fiscal and in-kind. Systematically looking for a range of partners and funding opportunities will allow program leaders to weather the ups and downs of funding cycles and priorities.

Finally, this book does not provide "silver bullets" or simple solutions for replacing initial funds. Instead, the tips and examples show how numerous program leaders, through hard work and perseverance, were able to find new resources for their initiatives.

Balancing Short- and Long-Term Strategies

Sustainability planning is in many ways a juggling act. Program leaders are constantly challenged to make decisions about and tradeoffs between short-term and longer-term strategies and opportunities. In the ideal world, sustainability planning will be integrated into program implementation and ongoing operation activities. But in reality, the day-to-day operation of programs often pushes long-term financial planning to the back burner. As a result, programs facing the end of a grant in the near future will by necessity focus on shorter-term strategies to bring in urgently needed resources. With some stability in short-term funding, programs can begin the process of creating a diverse, longer-lasting portfolio.

[1] *Profiles in Successful Financing Strategies* are available online at http://www.financeproject.org/ostprofiles.htm

Tips for Success

Replacing initial grants is about more than finding dollars. Although long-term sustainability planning must necessarily include a focus on funding, it depends upon much more than just maintaining sufficient dollars. Sustaining an initiative over time also requires garnering a range of nonfiscal resources both internally and from the broader community. Necessary internal resources include leadership from management and board members; access to technical expertise from within the organization; and the existence of strong administrative and financial management systems. Critical community resources include support from policy makers, the public, or other key stakeholders; access to technical expertise from outside the organization; and engagement of community-based organizations, parents, or other community members.[2] Out-of-school time program leaders who are successful at sustaining their efforts plan strategically—from the beginning—to develop the range of needed resources and include community partners in decisions that affect the broader community.

This publication describes actions, both large and small, that can help program leaders secure sustainable resources. The tips are ordered to match the ages and stages of a new program.

[2] Cheryl D. Hayes, *Thinking Broadly: Financing Strategies for Comprehensive Child and Family Initiatives* (Washington, D.C.: The Finance Project, March 2002).

Tip 1: Start Local, Think Global: Tap into Community Resources.

Tip 2: Make Out-of-School Time Programs Everyone's Business: Build a Broad Base of Community Support.

Tip 3: Put the Pieces Together: Build a Pot of Flexible Dollars.

Tip 4: Rely on the Generosity of Friends and Neighbors: Expand In-Kind Support.

Tip 5: Capitalize on Success: Tap into Federal and State Funds.

Tip 6: Always Be on the Lookout for Windows of Opportunity.

When programs are just starting up, the easiest- and most effective strategies for securing long-term funding begin by garnering support from the neighborhood, city, or county in which the program resides. Efforts to increase funding will also expand as programs mature. Building on documented successes, program leaders can expand funding horizons by seeking ways to influence the flow of state and local public dollars. Larger, more mature programs can take their funding efforts to an even higher level, working to increase the amount of money available for out-of-school time programs by affecting federal and state policies. This book does not address this last issue of policy influence, but instead focuses on strategies for programs in the early stages of development.

Meeting Short-Term Funding Needs

For program leaders facing the end of a grant, the thrust of all sustainability efforts will be finding resources quickly. While building a diverse and sustainable funding base takes time—time that some programs just do not have—program leaders can take several approaches to find short-term resources while a longer-term plan is put into place. For programs with grants on the verge of expiring, leaders can consider the following short-term strategies:

- **Extend your grant.**
  Does your current grant allow for extensions or carryover? What are the procedures for fund renewal? Talk to your grant officer to find out whether you might be able to receive any additional funds, at least while you search for additional long-term sources. Also ask about the possibility of a no-cost extension agreement.

- **Find bridge funding.**
  Approach community partners or local foundations about the possibility of funding for a limited time. Temporary funding would allow you to keep the program operating while you spend time looking for more sustainable support. Possible funders include community foundations, school districts, local businesses, or other organizations that value your efforts. Be sure to emphasize that your request is short-term and be ready to present your plan for longer-term sustainability.

- **Seek funds for individual program components.**
  Rather than trying to convince funders to support your program overall, it may be easier to find ongoing support for particular program components. For example, if your program is located in a school, approach the school principal about reallocating some reading or tutoring funds to cover part of your academic enrichment activities. Similarly, the city parks and recreation department might be willing to support your recreational activities. Taking distinct components of your program to a variety of potential supporters can also help you create a diverse funding base, which will contribute to longer-term program viability. Just remember that you will still need to cover the core costs of operating your program (such as the director's salary) so be sure to include some of these costs in each request.

- **Implement fees for service.**
  Many program leaders philosophically oppose parent fees for a number of reasons. However, fees can provide funds quickly. If the choice comes down to no program versus a program with fees based on the family's ability to pay, collecting fees may be a more attractive option. (See page 17 for more information on parent fees.)

- **Join forces with other programs.** Connect with other providers in your community to brainstorm about ways to share resources and insights about ways to keep program doors open. These types of partnerships can also set the stage for more permanent collaboration that can bring additional resources into your community over the long term. (See page 2 for more information on partnerships.)

- **Plan fundraising activities.**
  Fundraising activities, from bake sales to car washes to golf tournaments, can be planned relatively quickly and bring needed funds to your program. (See page 16 for more information on fundraising events.)

- **Communicate with your supporters.**
  Let parents, school officials, community leaders and others know that your program needs additional funding. Supporters have a stake in seeing your program thrive, and have the ability to jumpstart the community to come to the rescue of an important resource for children and youth.

While these short-term strategies can help generate needed resources quickly, be sure to take a little time to think about how these short-term strategies will affect your longer-term prospects. For instance, can you design a fundraiser that will become an annual event that the community will look forward to? If you go to the school district for emergency relief, how will that affect your relationship over the years to come? Program leaders need to think strategically even in the short-run.

What Is Strategic Financing?

Replacing initial grants entails strategic thinking about what funds you need and how best to spend the funds you have now. Strategic financing involves clearly identifying what supports are needed to sustain a program or initiative, and then systematically assessing the full range of possible resources to determine the most appropriate ones to pursue, given those needs. Two primary goals of this planning include striving to achieve a diverse portfolio of funds, including short- and long-term sources and federal, state, local, and private sources; and aligning each funding source with program goals. Put simply, this means that initiative leaders use the most appropriate funding source to support a particular program component. For example, using a time-limited foundation grant to pay for ongoing operating expenses, such as snacks for participating children, might not be the most strategic way to use these dollars. Using a more stable and long-term funding source, such as U.S. Department of Agriculture (USDA) food and nutrition program reimbursements, takes advantage of available federal funding while freeing up the time-limited grant dollars for other uses, such as piloting a new program component. Building a diverse array of funding and using each source strategically ensures that a program's longevity is not threatened each time a grant runs out.

Tip 1

Start Local, Think Global:

Tap into Community Resources

Start Local, Think Global:

Tap into Community Resources

Every community or region has a variety of public or private organizations, or both, that program developers can turn to for support. Program administrators should be strategic about seeking partners, keeping in mind that many local groups and organizations benefit from out-of-school time programs. Government leaders, educators, parents, employers, philanthropies, human service professionals, community organizations, law enforcement, and local colleges and universities all have a real stake in ensuring that school-age children have access to quality out-of-school time programs.[1] In addition, many public entities, such as school systems, police departments, or city governments administer and make allocation decisions about federal and state money that comes to the community and that can help support out-of-school time activities.

Efforts to create a sustainable funding base should begin with community organizations, including those discussed below. Partnerships with these agencies take a variety of forms and can pay off in many ways.

[1] Sharon Deich, *A Guide to Successful Public Private Partnerships for Out-of-School Time and Community School Initiatives* (Washington, D.C.: The Finance Project, January 2001).

2

Local Parks and Recreation Departments

Parks and recreation departments, which are typically run through the city or county government, often offer recreational activities for children after school and during the summer. Working with parks and recreation officials can help program leaders coordinate local youth-serving efforts, in addition to increasing access to facilities and staff, expertise, and other resources.

Coordinating Activities with Parks and Recreation

Many parks and recreation departments offer a range of activities to children and youth during nonschool hours and the summer months. Talk to your local parks and recreation officials to determine if any of your program components could be wrapped in with or supported by their activities.

- Administrators of **Girls Incorporated of New Hampshire** secured resources for a seventh site in Rochester County by partnering with the county's parks and recreation department, which supplied space for the program and redirected enough funding to ensure free access to every participant.

- After successfully generating in-kind resources from multiple community partners, leaders of the **Lighted Schools** initiative were able to convince Waco, Texas officials to reallocate resources so that city parks and recreation employees could help staff after-school programs.

- To jump-start implementation, San Diego's **6 to 6** relied on funds from the parks and recreation department's After-School Playground Watch program, which were redirected to support the more comprehensive 6 to 6 initiative.

- From its inception, **Self-Enhancement, Inc.**, of Portland, Oregon, has received funding through the city's parks and recreation department, which provided over $200,000 in Fiscal Year 2001.

- In Denver, Colorado, $61,000 in county and city parks and recreation funds support the **Denver Public Schools' Department of Community Education** for the operation of a neighborhood center that provides after-school activities for students and recreational opportunities for adults.

Schools

The most natural partners for out-of-school time programs are the schools. Building on a shared interest in the success of children and youth, many communities are finding schools to be an important partner in developing and sustaining out-of-school time programs. While sometimes reluctant partners, a growing number of school officials—from principals to superintendents—are realizing that quality out-of-school time programs can and do contribute to academic achievement.

As school officials struggle to adjust to the heightened focus on accountability and student achievement, out-of-school time programs can be a valuable resource. Out-of-school time programs and services can assist schools by providing activities, supports, and services that contribute to students' ability to learn effectively during the school day and also address students' more comprehensive needs, as well as those of their families. Schools, in turn, can offer program space and access to a range of funds, including Title I, 21st Century Community Learning Centers programs, food and nutrition reimbursements, and reading dollars.

Making the Case to School Officials

Out-of-school time leaders often report difficulty in finding ways to convince local school administrators of the value of out-of-school time programs. When making the case to your school officials, highlight the important, documented contributions out-of-school time programs can make to the school environment, such as increasing school attendance, helping improve academic performance, or reducing grade retention. In addition, out-of-school time programs can help schools meet their goals by providing children with additional enrichment and academic opportunities that support the regular school curriculum. Given that most schools face very tight budgets, remember to indicate what resources you bring, as well as what you need. For example, rather than asking for a portion of Title I funds, you might inquire whether other resources funded by Title I, such as staff or program materials, could be shared between in-school and after-school programs. If possible, come prepared with success stories from other partnerships between out-of-school time programs and schools in your community or in a community nearby. The fact that peer schools have been successful is a powerful argument.

- By demonstrating results and partnering with the Waco Independent School District, **Lighted Schools** program leaders were able to access over $200,000 in renewable state funds from the Texas Education Agency.

- In Kansas City school officials are helping to make out-of-school time programs a reality for more children by assisting with transportation needs. One school district provides transportation to the after-school **Kid Zone** program for students whose home schools do not host an after-school program. Similarly, when the **Boys & Girls Club of Hutchinson** [Kansas]/**Kids After School, Inc.**, began serving children at a single site, the school district agreed to provide transportation for children from school to the new facility.

- By partnering with the Madison [Wisconsin] Metropolitan School District, **Safe Haven** program leaders received space for the program at two school sites, including donated janitorial services and utilities. The partnership also helps foster improved relationships between the schools and parents.

- The **Elsie Whitlow Stokes Community Freedom Public Charter School** of Washington, D.C., believes that out-of-school time programs provide a vital support for children and parents.

The Stokes school has made out-of-school time programs a priority, housing a variety of out-of-school time activities that are funded by the District per pupil allocations and Title I funds.

Service-Providing Agencies

Partnering with other service-providing agencies can help out-of-school time programs better serve children and their families. Integrating efforts allows leaders to complement rather than duplicate services, fully utilize existing programs, and expand programs to serve additional children and youth. In addition, working collaboratively can give partnership leaders a stronger voice when advocating for their community's children and families.

- Recognizing that many local nonprofits assisted the same families, **Kaleidoscope** leaders in Morgantown, West Virginia, formed a collaborative, After School for All, to improve communication and coordination between providers. The effort has helped generate community buy-in for Kaleidoscope, decreased service duplication, and created additional professional development opportunities for staff of participating agencies.

- By partnering with the Boys and Girls Club of America, **Kids After School, Inc.**, of rural Reno County, Kansas, was able to expand programs significantly to serve additional school-age youth, strengthen ties with other community partners, and access additional programming expertise and staff training.

- The Atwood Community Center of Madison, Wisconsin, operates one of three **Safe Haven** after-school sites. The partnership gave the Safe Haven program quick credibility, attracting parents to the program who were already familiar and comfortable with services offered by the center.

- The McLennon County Youth Collaboration, a collaborative of several youth-serving agencies, initiated efforts to collaborate with public schools to provide after-school opportunities for school-age youth in Waco, Texas. As the **Lighted Schools** program was implemented, the collaboration was careful not to duplicate programmatic efforts, instead identifying ways to blend member programs and services with after-school efforts.

- The **Elsie Whitlow Stokes Community Freedom Public Charter School** in Washington, D.C., relies on a range of local community organizations to offer out-of-school time participants with community-service learning opportunities; recreation and enrichment activities, such as tennis, soccer, and music lessons; academic assistance; and literacy classes.

Local Businesses

Many businesses have begun to understand the important effects that out-of-school time programs and services can have on community economic viability and future productivity.[6] Local businesses, although effective fundraisers and contributors, can offer much more than financial support. In fact, some business leaders might be reluctant to join a partnership for fear of bearing financial responsibility. Therefore, out-of-school time leaders and other potential partners should educate the business community about the variety of contributions it can make, including donated staff time or facilities. Small businesses might be able to help by providing technical resources for a few hours per week, such as web site development or accounting assistance. Large businesses could use their political influence by donating a lobbyist's time to advocate for additional funding.

- From its inception, the **Homework, Enrichment, Acceleration, Recreation and Teamwork (HEART) After School Program** of rural Tulare County, California, worked to engage local businesses in its efforts. As a result, the program receives substantial financial and in-kind support from the business community, including the local newspaper and the district health care provider. The Kaweah Delta Health Care District, in addition to contributing funds, donates office space and utilities for HEART administrative offices.

- The **Oyster Public/Private Development Partnership**, led by a group of committed parents, was able to create a win-win situation for local families and local business. With the help of Washington, D.C. officials, a deal was brokered to allow a private developer to pay for construction of a new school in exchange for the opportunity to develop a portion of the school site. The new elementary school has dedicated space for out-of-school time activities and community services.

- In Denver, the school district's **Department of Community Education** relies on corporate sponsors for its Learn & Earn program, one component of its after-school program. Students in the program learn about computer technology by taking apart and rebuilding computers. Upon completion of the course, students are allowed to keep the computers for home use. To support the program, Dell Computer Corporation donated 500 off-lease computers; Microsoft Corporation responded by providing 500 operating systems and software packages; and Qwest Communications International, Inc. donated 500 cable modems and a free year of Internet access for 400 students.

[6] Sharon Deich, *A Guide to Successful Public Private Partnerships for Out of School Time and Community School Initiatives* (Washington, D.C.: The Finance Project, January 2001).

Making Connections with Business

When looking for business support, the best strategy is to detail the ways that your program can meet business needs. Out-of-school time programs can help business in several ways.

- **Meet employees' family needs.** Employees are more productive when they know their children are safe and engaged during nonschool hours.
- **Help train a future workforce.** By focusing on skills that the future workforce will need, out-of-school time programs are an investment in future productivity.
- **Support community development.** When communities thrive, businesses thrive. Help business leaders make the connection between supporting this important community service and improving the economic climate of their neighborhood, city, or county.

- A partnership with Madison-based Oscar Meyer Foods provides the **Safe Haven** program with over $35,000 in flexible funds. In addition, a company-sponsored program connects retired employees with opportunities to serve as program volunteers.

- United Way initiatives can provide out-of-school time programs with an important link to the local business community in addition to increased community visibility. After receiving an initial five-year grant from USDA, program leaders of **Boys & Girls Club of Hutchinson/Kids After School, Inc.**, kept United Way and other community stakeholders regularly informed of program activities and accomplishments. As a result, when the USDA grant ended, United Way stepped in with a $20,000 grant, which helped leverage funding from additional community organizations.

Local Public Agencies and Local Governments

The support of local public agencies is critical to the sustainability of out-of-school time programs. When local public funding supports out-of-school time programs, the programs become a part of the community infrastructure. Public interest and funds can come from many different agencies and offices, including schools, law enforcement, parks and recreation, cooperative extension services, and mayors' offices. Think strategically about who your allies are and start there. Once you have a foot in the door of local public funding, your supporters can help find other opportunities.

- The success of and demand for the high-quality prevention services provided by **Self-Enhancement, Inc.**, attracted a range of public partners. The Multnomah County, Oregon Department of Community and Family Services, Department of Community Justice, and Youth Services Consortium contracted with program developers to assist in planning and implementing numerous public services for children and youth in the community. In 2001, these contracts provided over $900,000 for the initiative. Oregon Services for Children and Families provided an additional $500,000 for service provision.

- After-school efforts of the **Denver Public Schools' Department of Community Education** depend heavily on partnerships with the city and county of Denver, the parks and recreation department, the Denver Housing Authority, and a range of private partners to successfully manage community-based out-of-school time programs and services citywide.

- To open a new site in Manchester County, **Girls Inc. of New Hampshire** partnered with the local housing authority, which provided a facility and $300,000 to make renovations that met the physical needs for adequate after-school programming. In turn, Girls, Inc., brought after-school programming to the housing development community.

Tip 2

Make Out-of-School Time Programs Everyone's Business:

Build a Broad Base of Community Support

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Build a Broad Base of Community Support

Programs that remain sustainable over the long run have a well-developed broad base of community support. For programs to succeed over time, the community has to value and want the activities and services that are offered. The more people with a stake in the success of a program, the more opportunities there are to succeed.

Community Stakeholders

Many out-of-school time programs and initiatives seek board members representing a wide range of community interests as a way to build community support. Engaging diverse stakeholders, such as parents, educators, service providers, and youth, in addition to those who benefit indirectly, such as business leaders or lawmakers, gives the initiative a larger audience that is invested in its success.

- **HEART** program developers actively sought representation for its governing policy board from the education, public, nonprofit, and business communities to encourage wider community buy-in. Board members demonstrate their commitment by using personal and professional resources to benefit the program. For example, many personally solicit funds and follow up by sending handwritten thank-you notes to community supporters. Enthusiastic board support has led to strong involvement from the local business community, resulting in both funding and in-kind resources.

- The board of Portland Oregon's **Self-Enhancement, Inc.**, consists of students, parents, and a broad array of community representatives. The diverse board helped engage community members who became instrumental in providing leadership for a capital campaign to build a new youth center.

- After-school programs of **Denver Public Schools' Department of Community Education** depend on two levels of board leadership. The initiative oversight committee, with representatives from the city, community foundations, the business community, and the local United Way, oversees system development and identifies opportunities

for new revenue. Advisory boards at each site keep programs responsive to their neighborhood's families by ensuring that programming and services offered at each site are consistent with neighborhood needs. This two-tiered governance structure helps leaders cast a wider support net, simultaneously spreading support from the top down as well as from the bottom up.

Key Champions

Key champions can benefit out-of-school time programs and initiatives by lending power or prestige to generate support and focus community resources on the effort.[5] Some champions may bring wide visibility; others may bring access or entrée to funders and decision makers. All have important resources to contribute.

- Strong leadership of the school board president and a state representative proved instrumental in helping **Kaleidoscope** leaders access private dollars and state Temporary Assistance for Needy Families (TANF) funds to support the program.

- **Sacramento's Students Today Achieving Results for Tomorrow (Sacramento START)** began with the vision of a city council member who saw the clear community need for activities for children and youth during nonschool hours. This council member's leadership helped program leaders secure city and school district dollars, which helped leverage needed private funds. In addition, she and another Sacramento council member were subsequently elected to the state assembly and became important advocates for a bill to appropriate state funds for after-school programs. As a result, Sacramento START accessed approximately $2.2 million in the initial year of the allocation (1997) and continues to receive state funds.

Engaging Community Leaders

Out-of-school time programs use a variety of techniques to engage local leaders. These include asking community leaders to sit on a board or to speak publicly on behalf of the program. Think you don't know any influential leaders? You may be surprised. Individuals close to a program, such as parents or staff, often have personal relationships with visible leaders and are more than willing to spread the good news about your program. Even if this is not the case, many program leaders make the case to these influential persons by inviting them to visit the program and "see for themselves" as an entrée point and a way to spark interest.

[5] *Sustaining Community Initiatives: Key Elements for Success* (Washington, D.C.: The Finance Project, August 2002).

- An executive of U.S. Bank chaired the capital campaign for a new facility for **Self-Enhancement, Inc.**, of Portland, Oregon. This leadership, in addition to a U.S. Bank contribution of $1 million, opened the door for large contributions from other private donors.

- In rural Tulare County, California, the publisher of the local newspaper and president of a youth-serving organization has been a crucial leadership force for **HEART**. She personally organized volunteers from the Visalia Rotary Club to help provide weekly literacy and mentoring activities at several sites. In addition, she communicates program progress to the Visalia Times-Delta newspaper, which covers program accomplishments.

- A mayor can play a crucial convening role, in addition to supplying needed city funds. Mayors in San Diego, California; Madison, Wisconsin; and Boston, Massachusetts were instrumental in bringing the right players to the table to meet the needs of each city's school-age youth, resulting in San Diego's **6 to 6**, Madison's **Safe Haven** program, and **Boston's 2:00 to 6:00** initiative.

- Key champions do not have to have high profiles. One Georgetown University doctoral student considered a position at the **Stokes School** in Washington, D.C., but was unable to take the position because the school could not meet salary requirements. However, the applicant, impressed with the quality of the school's out-of-school time offerings, connected school administrators with Georgetown volunteer services. As a result, the school now receives ten undergraduate volunteers who provide tutoring services in the out-of-school time program.

Educating the Community and Informing Supporters

Educating the public about program benefits and keeping supporters informed of progress keeps a program fresh in the minds of community members. Some program leaders produce and distribute regular newsletters or organize letter-writing campaigns. Others plan special events, such as open houses, student performances, or student trips to city council meetings or other public forums. Whatever the means, keeping communities informed of the meaningful role that out-of-school time programs play is a crucial factor in generating monetary and in-kind donations from a variety of local players over the long run.

- Each fall, the Afterschool Alliance promotes a national campaign to showcase after-school programs across the country. The **"Lights On! Afterschool"** campaign opens the doors of after-school programs to their communities through open houses, rallies, demonstrations, performances, and other special events. Many communities across the country participate in this event. Piggybacking on the national campaign, programs participating in "Lights! On!" can often draw local media attention for this event. For more information, visit www.afterschoolalliance.org.

- During a capital campaign, **Self-Enhancement, Inc.**, leaders took prospective donors on a bus tour through Portland's low-income neighborhoods, ending the tour at one of the program's sites. There, the donors-to-be met with children who would benefit from a new facility.

- While advocating for dedicated state after-school funding, leaders of **Sacramento START** and LA's BEST arranged site visits that allowed state representatives a firsthand look at the programs.

- Leaders of the **Kaleidoscope** program of Monongalia County, West Virginia, developed an outreach plan to regularly communicate their progress to the community. Staff developed brochures and produced a video to air on the local cable access channel. In addition, parents and other community supporters have written numerous letters to the school board and the editor of the community newspaper to express their support for the initiative. Periodic mailings keep over 200 local supporters regularly updated on important milestones.

Tip 3

Putting the Pieces Together:

Build a Pot of Flexible Dollars

Putting the Pieces Together:

Build a Pot of Flexible Dollars

Most out-of-school time funding sources are categorical in nature, restricting use to particular activities or children, such as subsidies for school-age child care, meals or snacks for children, or curriculum development. While funding for these activities is important, programs also require resources to support program operation activities, such as planning and management, staff development, and evaluation. Flexible dollars, those with few limitations and restrictions for their use, allow program leaders to fill essential gaps. It is often this flexible funding that allows program leaders to create a coherent program, by supporting the internal systems needed to pull together multiple activities. When it comes to flexible dollars, a small amount goes a long way.

Fundraising Events

Fundraising events not only bring in flexible dollars, they spotlight the work of programs and initiatives and provide a venue for champions and other community leaders to express their support.

- **Girls Inc. of New Hampshire** organizes an annual art event and auction, supported largely by donations from area businesses.

- Golf tournaments, dinner dances, and other special events sponsored by **Boys & Girls Club of Hutchinson/Kids After School, Inc.**, generate proceeds for ongoing program support.

- With joint sponsorship by a local foundation, college, and health care provider, an annual antiviolence walk/run fundraiser generates roughly $50,000 a year in flexible funds for **HEART**.

Fees for Those Able to Pay

While there are philosophical arguments both for and against requiring fees, many programs have successfully implemented sliding-scale fee payment schedules. (Many programs have an explicit policy that no child will be turned away because of an inability to pay.) Fees can generate substantial flexible funds for programs.

- Recently, the **Hampshire Educational Collaborative, 21st Century Learning Centers** applied a $5 per quarter fee at each site. The fees, which can be used for any number of purposes, generate over $22,000 annually.

- **Boys & Girls Club of Hutchinson/Kids After School, Inc.**, receives approximately $30,000 annually in sliding-scale parent fees. In cases where families cannot meet the sliding-scale fee, children can pay their way at the site by donating time through administrative or janitorial duties.

- During its first year, the Washington, D.C., **Stokes School** relied on parent fees to maintain out-of-school time activities. Building on the success of its first year, the school was able to access a range of other funding sources. Sliding-scale fees generated $100,000 in FY02. Parents unable to pay the sliding-scale fee can choose to volunteer their time or services to the program.

- The Local Investment Commission's (LINC) **Before- and After-School Program** uses the annual $427,000 raised through a small income-based parent fee to fill crucial funding gaps not covered by grants or reimbursements.

Implementing Program Fees

Once program leaders decide to charge fees, they need to determine what amounts to charge. Program developers employ a variety of methods to set payment rates that reflect parents' ability to pay. Some of the more commonly used methods include:

- Sliding scale fees based on a family's income as a percentage of the federal poverty line;

- Fees based on a child's eligibility for free or reduced school meal programs; or

- Charging small fees for all participants per semester or quarter, based on income.

Finally, keep in mind that assessing and collecting fees may require a new administrative capacity. Make sure the dollar amount collected is worth the cost of administrative support needed to manage fees.

Other Business Income

Successful initiatives often have services or resources at their disposal that meet community needs. Program developers can be creative about marketing their strengths to bring in additional dollars, keeping in mind that they may be able to produce income in a way that is unrelated to their main services. (Note that for nonprofit organizations, income generated outside of the mission, such as product sales, is not tax exempt.)

- Realizing one of its facilities was underused, **Girls Inc. of New Hampshire** leaders informed local community organizations and youth athletic leagues of space availability in the evenings. Rental fees generate approximately $20,000 per year in unrelated business income.

- The director and staff of **Hampshire Educational Collaborative, 21st Century Learning Centers** generated approximately $25,000 in consulting income in FY01 by assisting other middle school programs with startup and implementation efforts.

- **Boys & Girls Club of Hutchinson/Kids After School, Inc.**, initiative leaders signed a contract with a local vending machine company to receive a portion of revenues from vending machines located in the program building. The agreement generates approximately $4,000 per year.

Tip 4

Rely on the Generosity of Friends and Neighbors:

Expand In-Kind Support

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Expand In-Kind Support

In-kind supports can contribute substantially to a program's resource needs. Do not underestimate the value of volunteer or donated staff time, rent-free space, and donated materials. As with other strategies, the ability to expand in-kind supports depends heavily on relationships with local partners. Note, however, that in-kind supports, while significant contributions, cannot fully replace needed dollars.

Facilities

- The **Seattle School District** offers free use of school facilities to out-of-school time providers that agree to align their activities with school curricula.

- Program leaders of **Boys & Girls Club of Hutchinson/Kids After School, Inc.**, approached city officials when they saw the need for extra space. The city donated an underused building, which allowed most programming and services to be offered at one central location.

- Convinced of the effectiveness of **Girls Inc. of New Hampshire** and the need for additional space, a local veterans' association donated use of its vacant facility to the program. In exchange, program leaders agreed to pay utilities costs.

Donated Services and Volunteers

Program leaders can find volunteer support in a variety of places within their community: colleges or universities, businesses, civic organizations, faith-based organizations, and many others. When looking for volunteers, consider contacting the **Corporation for National Service** (www.cns.gov), which often connects volunteers with out-of-school time programs through four programs: Americorps, Volunteers in Service to America (VISTA), Learn and Serve, and the Retired and Senior Volunteer Program (RSVP).

- Seniors are an increasingly important source of volunteer support, bringing time and work experiences that can contribute to program efforts. As the demographic landscape changes and more adults move into retirement age, community leaders are looking for new ways both to engage and care for the aging population. Schools and out-of-school time programs can play an important role in helping communities engage and support older adults. Through the **Experience Corps** program, Civic Ventures works to expand community volunteer opportunities for older adults to work with children in out-of-school time programs. For more information, visit www.experiencecorps.org.

- **Self-Enhancement, Inc.**, leaders accessed over $1 million in donated labor and materials from area contractors to help build a new facility.

- **Hampshire Educational Collaborative, 21st Century Learning Centers** receive crucial volunteer support from area college students. In particular, the Learn and Serve partnership with the University of Massachusetts provides credit for undergraduates who volunteer their time as tutors or mentors.

- **The Door** benefits from over $150,000 in donated legal, business, and a variety of other in-kind services from professionals throughout New York City.

Tip 5

Capitalize on Success:

Tap into Federal and State Funds

Federal Food and Nutrition Dollars

Programs that offer snacks or meals to participants, especially programs located in schools, often can access reimbursements from four USDA food and nutrition programs. These reimbursements can free up funds already spent on meals and snacks to pay for other program components.*

- The **Pittston Area Capable Readers** program links a read-aloud program with a nutritious breakfast for elementary school students in Pittston, Pennsylvania. The before-school program encourages participation in the School Breakfast Program and also enhances students' reading skills.

- Due to the large size of the **Seattle** [Washington] **Summer Food Service Program**, the city is able to draw down approximately $1 million in operating and administrative reimbursements through the federal food program. Administrative reimbursements alone are sufficient to cover the salary of a full-time program director.

CCDF and TANF

In many states and communities, the Child Care and Development Fund (CCDF) and Temporary Assistance to Needy Families (TANF) program help fund out-of-school time programs and activities. States have a great deal of flexibility about allocation of TANF and CCDF dollars. To find out how your state is using CCDF and TANF to support out-of-school time initiatives, contact your state Child Care or TANF Administrator. Contact information for state Child Care Administrators can be found through the National Child Care Information Center at www.nccic.org. The U.S. Department of Health and Human Services Administration for Children and Families provides links to state TANF administrators at http://www.acf.dhhs.gov/programs/ofa/hs_dir2.htm.

- Eligible school-age care providers, such as **Jackson Mann Community Center** in Boston, Massachusetts, use CCDF subsidy dollars for eligible children to help fund program activities.

- By pointing to demonstrated success and broad community support, **Kaleidoscope** leaders convinced their state representatives of the value of out-of-school time supports and services in Monongalia County, West Virginia. In turn, the

* For more information, see Barbara Hanson Langford, *Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community School Initiatives* (Washington, D.C.: The Finance Project, 1999).

representatives were instrumental in obtaining almost $100,000 in state TANF funds to support the program.

- County officials in Sacramento, California, took advantage of the flexibility of TANF, allocating $800,000 to **Sacramento START** under its pregnancy prevention provision. Because the money fell under this provision, Sacramento START leaders avoided the need to apply an income test to each family accessing their services.[7]

Title I

Title I is the largest federal compensatory education program. The Elementary and Secondary Education Act of 2001 increased funds for Title I while encouraging schools to increase coordination of supports and services; promote extended learning opportunities; improve parent involvement; and ease the transition of preschool children to elementary school. Out-of-school time programs are in a good position to help schools meet these new federal mandates. In addition, because many programs offer a range of academic enrichment and tutoring services, they may be eligible to receive funds as supplemental service providers under the Title I reauthorization.[8]

- In Missoula, Montana, the **Women's Opportunity and Resource Development, Inc.**, approached the school district to discuss ways to increase parental involvement in schools by providing them with an avenue for participation. As a result, Family Resource Centers are now housed in every Title I elementary school in the Missoula County School District. The district uses a portion of its Title I dollars to support literacy instruction, child care for parent volunteers, and transportation reimbursements. District Title I funds also support a staff member who helps coordinate activities between all centers and oversees family outreach specialists.

- **Rose Park Together**, of Salt Lake City, Utah, uses Title I to support out-of-school time staff salaries, including a teacher who straddles the school day to link in-school and after-school staff and activities; an after-school teacher and literacy coordinator; and four before-school English language teachers.

[7] For more information on uses of TANF, see Margaret Flynn, *Using TANF to Support Out-of-School Time and Community School Initiatives* (Washington, D.C.: The Finance Project, October 1999).

[8] For more information, see Margaret Flynn, *Title I Supplemental Services and Afterschool Programs: Challenges and Opportunities* (Washington, D.C.: The Finance Project, 2002); available at www.financeproject.org/osthome.htm

Community Development Block Grant (CDBG)

CDBG funds, most often administered at the municipal level, can support out-of-school time programs with facility improvements or expansions, provision of programs or services, and youth involvement in community development initiatives.* CDBG funds are generally stable and flexible but depend heavily on relationships with local government.

- After much negotiation and preparation, and with support from multiple levels of government, the **Molly Stark School** in Bennington, Vermont, received a one-time CDBG grant to build a family resource center, which houses out-of-school time programs and services, attached to the school.

- In **Iowa City, Iowa**, CDBG funds help support a program that links high school students with opportunities to help construct new housing. Students develop vocational skills by building a house over the course of a year; and revenue from home sales supports a postsecondary scholarship program for participants.

* For more information, see Margaret Flynn, *Using Community Development Block Grant to Support Out-of-School Time and Community School Initiatives* (Washington, D.C.: The Finance Project, October 2001).

Discretionary Grants

Discretionary grants from a variety of federal agencies have the potential to fund specific program components and fill short-term funding gaps. In deciding whether or not to apply for these competitive grants, programs must decide if the effort is worth the payoff.

- In Kansas, the **Boys & Girls Club of Hutchinson/Kids After School, Inc.**, was able to expand significantly and serve special-needs students through funding from the USDA Cooperative Extension Service. The Reno County Extension Service received $750,000 over five years on behalf of the program.

- Program developers at **Lighted Schools** accessed a $6 million, five-year GEAR Up grant from the U.S. Department of Education, which promotes college awareness and preparation activities for youth.

- Working with other departments in the school district, the **Denver Public Schools' Department of Community Education** secured $1 million of a $9 million award from the federal Safe Schools/Healthy Students grant program to help support six program sites.

Discretionary Programs that Support Out-of-School Time

Several federal agencies run discretionary grant programs that can support out-of-school time programs and activities. Discretionary programs commonly used for out-of-school time are listed below.

Department of Education

- Gear Up
- Safe and Drug Free Schools and Communities
- Safe Schools/Healthy Students
- Goals 2000: Parental Assistance Program
- TRIO

Department of Justice

- Gang-Free Schools and Communities
- Juvenile Mentoring Program (JUMP)
- Safe Start
- Weed and Seed

Department of Labor

- Youth Opportunity Grants

Department of Health and Human Services

- Community Health Centers
- National Youth Sports Program Fund

Department of Housing and Urban Development

- Youthbuild

To learn more about these and other discretionary programs, see *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives* by Heather Padgette (updated, forthcoming) or visit www.afterschool.gov.

Tip 6

Always Be on the Lookout for Windows of Opportunity

Always Be on the Lookout for Windows of Opportunity

Initiatives that achieve long-term sustainability have leaders able to adapt to changing conditions in ways that support their work. Identifying and taking advantage of windows of opportunity requires being entrepreneurial and keeping your eyes peeled for chances to make the case for supporting your program. Program leaders with entrepreneurial mindsets tend to have relentless determination and quickly seize upon opportunities when they arise.

- Knowing that San Diego would receive a sizeable portion of state tobacco settlement dollars, **6 to 6** leaders successfully lobbied for $1 million of the city's allocation. Initial funds supported expansion efforts, and tobacco funds now supply a stable base of flexible program funds.

- **Self-Enhancement, Inc.** leaders initiated a capital campaign to build a new facility in Portland, Oregon, minimizing expenses by building on deteriorating park land. Because the project would result in renovation of the park, the state legislature contributed $1.2 million in state lottery revenues to support the project.

- Parents, community leaders, and other stakeholders, in conjunction with the 21st Century school fund, sought ways to rebuild the **Oyster School**, a deteriorating 72-year-old school in Washington, D.C. Leaders, recognizing that the school was located on prime real estate in an affluent neighborhood, attracted a private developer to pay for the construction of a new school in exchange for the opportunity to build an apartment building on a portion of the school site.

Conclusion

The preceding tips provide useful starting points for out-of-school time program leaders looking to replace initial, short-term grants. They are by no means exhaustive, nor do they reflect the fact that larger, more mature programs will want to consider ways to change the out-of-school time system to bring additional resources into communities. As program leaders seek to find sustainable funding for their programs, they might consider the lessons learned from successful peers highlighted above.

- Think broadly about funding possibilities and partners.
- Focus on sustainability from the beginning—do not wait until the grant is almost over.
- Develop a diverse array of funding sources.
- Remember that finding sustainable funding is a long-term process—target resources strategically.
- Balance short-term funding strategies against long-term strategies.

For More Information

The examples presented in this book were taken predominantly from The Finance Project's Profiles of Successful Financing Strategies and from the Out-of-School Time Project Strategy Brief series, which are available on our Web site at www.financeproject.org/osthome.htm. The table below provides specific information about where to look for additional information. References in the table were published by The Finance Project unless otherwise identified.

Program	Reference
6 to 6, San Diego, California	Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm.
Boys and Girls Club of Hutchinson/Kids After School, Inc., Hutchinson, Kansas	Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm.
Boston 2:00-to-6:00 After School Initiative	For more information, visit http://www.cityofboston.gov/2to6
Denver Public Schools' Department of Community Education, Denver, Colorado	Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm.
The Door, New York City, New York	Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm.
Experience Corps	For more information, visit www.experiencecorps.org. You may also visit Civic Ventures at www.civicventures.org.

Program	Reference
Girls Inc. of New Hampshire	Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm.
Hampshire Educational Collaborative, 21st Century Learning Centers, Massachusetts	Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm.
Homework, Enrichment, Acceleration, Recreation and Teamwork (HEART) After School Program, Tulare County, California	Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm.
Iowa City, Iowa	*Using the Community Development Block Grant to Support Out-of-School Time and Community School Initiatives*, 10.
Jackson Mann Community Center, Boston, Massachusetts	*Using CCDF to Finance Out-of-School Time and Community School Initiatives.*
Kaleidoscope, Monongalia County, West Virginia	Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm.
Kid Zone, Kansas Unified School District #500, Kansas City, Kansas	*Financing Transportation Services to Support Out-of-School Time and Community School Initiatives*, 6.
Local Investment Commission's (LINC) Before- and After-School Program, Kansas City, Missouri	*Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm; and Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community School Initiatives*, 17.

Program	Reference
Lighted Schools, Waco, Texas	Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm.
Lights On! Afterschool	For more information, visit www.afterschoolalliance.org.
Molly Stark School, Bennington, Vermont	*Using the Community Development Block Grant to Support Out-of-School Time and Community School Initiatives*, 8.
Oyster Public/Private Development Partnership, Washington, D.C.	*Thinking Broadly: Financing Strategies for Comprehensive Child and Family Initiatives*, 32.
Pittston Area Capable Readers (PAC), Pittston, Pennsylvania	*Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community School Initiatives*, 11.
Rose Park Together, Salt Lake City, Utah	*Using Title I to Support Out-of-School Time and Community School Initiatives*, 11.
Safe Haven, Madison, Wisconsin	Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm.
Sacramento's Students Today Achieving Results for Tomorrow (Sacramento START), Sacramento, California	Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm.

Program	Reference
Seattle School District, Seattle, Washington	Keith Ervin, "Child-care groups to get rent free if they help academically," *Seattle Times*, 6 September 2001.
Seattle Summer Food Service Program, Seattle, Washington	*Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community School Initiatives*, 13.
Self-Enhancement, Inc. (SEI), Portland, Oregon	Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm.
Elsie Whitlow Stokes Community Freedom Public Charter School, Washington, D.C.	Profiles of Successful Financing Strategies, http://www.financeproject.org/ostprofiles.htm.
Women's Opportunity and Resource Development, Inc., Missoula, Montana	*Using Title I to Support Out-of-School Time and Community School Initiatives*, 12.

Resources of The Finance Project

The Sustainability Workbook: A Guide for Developing Sustainability Plans (forthcoming 2002).

Finding Funding: A Guide to Federal Sources for Out of School Time and Community School Initiatives (updated, forthcoming).

Finding Support for Rural Out-of-School Time and Community School Initiatives (forthcoming).

Documenting Progress and Demonstrating Results: Evaluating Local Out of School time Programs by Patricia Little, Sharon Dupree, and Sharon Deich (September 2002).

Title I Supplemental Educational Services and Afterschool Programs: Opportunities and Challenges by Margaret Flynn (August 2002).

Sustainability Resource Guide: Supplement to the Financing Strategies Series (May 2002).

Sustaining Comprehensive Community Initiatives: Key Elements for Success (April 2002).

Thinking Broadly: Financing Strategies for Comprehensive Child and Family Initiatives by Cheryl D. Hayes (March 2002).

Using Title I to Support Out-of-School Time and Community School Initiatives by Sharon Deich, Victoria Wegener, and Elisabeth Wright (January 2002).

Financing Transportation Services to Support Out-of-School Time and Community School Initiatives by Barbara Hanson Langford and Michele Gilbert (November 2001).

Using the Community Development Block Grant to Finance Out-of-School Time and Community School Initiatives by Margaret Flynn with Megan Parry (October 2001).

Using CCDF to Finance Out-of-School Time and Community School Initiatives by Sharon Deich with Erika Bryant and Elisabeth Wright (August 2001).

State Legislative Investments in School-Age Children and Youth by Barbara Hanson Langford (June 2001).

A Guide to Public-Private Partnerships for Out-of-School Time and Community School Initiatives by Sharon Deich (January 2001).

Adapting to Changing Conditions: Accessing Tobacco Settlement Revenues for Out-of-School Time and Community School Initiatives by Carol Cohen and Victoria Wegener (December 2000).

Maximizing Medicaid Funding to Support Health and Mental Health Services for School-Age Children and Youth by Andrew Bundy with Victoria Wegener (October 2000).

Cost Worksheet for Out-of-School Time and Community School Initiatives by Martin J. Blank and Barbara Hanson Langford (September 2000).

Financing Facility Improvements for Out-of-School Time and Community School Programs by Margaret Flynn and Amy Kershaw (August 2000).

Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives by Nancy D. Reder (April 2000).

Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community School Initiatives by Barbara Hanson Langford (February 2000).

Using TANF to Finance Out-of-School Time and Community School Initiatives by Margaret Flynn (October 1999).

To access these and other publications, in addition to a variety of informational resources, visit The Finance Project's Out-of-School Time Project web page at www.financeproject.org/osthome.htm.

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